

Standards of Accreditation Chapter 55

Recommended Changes for Consideration [ARM 10.55.701-10.55.705](#)

December 13-14, 2010

Administrative Rules of Montana 10.55.701–10.55.705	12/14/2010 Draft Rule Language Recommendations for Consideration Changes indicated by strikethrough or <u>underline</u>
10.55.701 BOARD OF TRUSTEES	
(1) The board of trustees shall ensure that the school district complies with all local, state, and federal laws and regulations.	(1) The board of trustees shall ensure that the school district complies with all local, state, and federal laws and regulations.
(2) The board of trustees shall provide in each school building at least one copy of the accreditation standards for staff and public review.	(2) The board of trustees shall provide in each school building at least one <u>current hard</u> copy <u>and access to an electronic copy</u> of the accreditation standards for staff and public review.
(3) Each school district shall have in writing and available to the staff and public:	(3) Each school district shall have in writing and available to the staff and public:
(a) a comprehensive philosophy of education;	(a) a comprehensive philosophy of education;
(b) goals that reflect the district's philosophy of education;	(b) goals that reflect the district's philosophy of education;
(c) sequential curricula for each program area that aligns to the content and performance standards and the district's educational goals;	(c) sequential curricula for each program area aligned to the <u>state content standards</u> and performance standards <u>descriptors</u> and program area standards content and performance standards <u>approved by the Board of Public Education</u> and the district's educational goals;
(d) policies establishing student assessment procedures that ensure evaluation of the school's curricula and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported;	(d) policies establishing student assessment procedures <u>approved by the Board of Public Education</u> that ensure evaluation of the school's curricula and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported;
(e) policies that delineate the responsibilities of the board, superintendent, and personnel employed by the school district.	(e) policies that delineate the responsibilities of the board, superintendent, and personnel employed by the school district.

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The trustees shall review these policies on a regular basis and make them available to employees and the public;	The trustees shall review these policies on a regular basis and make them available to employees and the public;
(f) a policy on student, parent, and school employee due process rights;	(f) a policy on student, parent, <u>guardian</u> , and school employee due process rights;
(g) a policy that is designed to address bullying, intimidation, and harassment of students and school personnel;	(g) a <u>an effective</u> policy that is designed to address minimize and ultimately eradicate all forms of bullying, intimidation, and harassment of students and school personnel;
(h) an equity policy;	(h) an equity policy;
(i) a transfer policy for determining the appropriate placement of incoming students;	(i) a transfer policy for determining the appropriate placement of incoming students;
(j) an academic freedom policy;	(j) an academic freedom policy;
(k) a materials selection policy, including a challenge procedure, for all curricular and support materials;	(k) a materials selection policy, including a challenge procedure, for all curricular and support materials;
(l) a copyright policy;	(l) a copyright policy;
(m) a policy that defines the use of school facilities and resources;	(m) a policy that defines the use of school facilities and resources;
(n) a parent involvement policy that encourages:	(n) a parent involvement policy that encourages: <u>comprehensive family engagement policy.</u>
(i) regular, two-way and meaningful communication between home and school	(i) regular, two-way and meaningful communication between home and school
(ii) promotion and support of parenting skills;	(ii) promotion and support of parenting skills;
(iii) that parents play an integral role in assisting student learning;	(iii) that parents play an integral role in assisting student learning;
(iv) that parents are welcome in the school, and that their support and assistance are sought;	(iv) that parents are welcome in the school, and that their support and assistance are sought;
(v) parents as full partners in the decisions that affect children	(v) parents as full partners in the decisions that affect children

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and families; and	and families; and
(vi) community resources be used to strengthen schools, families, and student learning;	(vi) community resources be used to strengthen schools, families, and student learning;
(o) a policy that incorporates the distinct and unique cultural heritage of American Indians and that is aligned with district educational goals; and	(o) a policy that incorporates the distinct and unique cultural heritage of <u>Montana</u> American Indians and that is aligned with district educational goals <u>and state standards</u> ; and
(p) a policy addressing distance, online, and technology delivered learning as defined in ARM 10.55.602	(p) a policy addressing distance, online, and technology delivered learning as defined in ARM 10.55.602; <u>and</u>
(q)	<u>(q) a policy that defines a significant writing program..</u>
(4) The board of trustees shall have valid, written contracts with all regularly employed certified administrative, supervisory, and teaching personnel.	(4) The board of trustees shall have valid, written contracts with all regularly employed certified <u>licensed</u> administrative, supervisory, and teaching personnel.
(5) The board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed certified administrative, supervisory, and teaching personnel. The individual evaluated shall have a written copy of the evaluation, the opportunity to respond in writing to the evaluation, and access to his/her files. Personnel files shall be confidential.	(5) The board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed certified administrative, supervisory, and teaching personnel. The individual evaluated shall have a written copy of the evaluation, the opportunity to respond in writing to the evaluation, and access to his/her files. Personnel files shall be confidential.
(6) The board of trustees shall establish conditions that contribute to a positive school climate and morale by encouraging cooperative and harmonious relationships among the staff members, students, parents, and community.	(6) The board of trustees shall establish conditions that contribute to a positive school climate and morale by encouraging cooperative and harmonious relationships among the staff members, students, parents, and community.
(7) To enhance a positive learning environment, the board of trustees shall:	(7) To enhance a positive learning environment, the board of trustees shall:

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	(7) The board of trustees shall
(a) establish a system to keep parents/guardians up to date on students' progress; and	(a) establish a system to keep parents/guardians up to date on students' progress; and
(b) use technology and equipment to facilitate management and instruction.	(b) use technology and equipment to facilitate management and instruction.
8) To ensure continuous education improvement, the district shall engage in a continuous school improvement process.	(b) (8) To ensure continuous education improvement, the district shall engage in a continuous school improvement process.
10.55.702 LICENSURE AND DUTIES OF DISTRICT ADMINISTRATOR - DISTRICT SUPERINTENDENT	
(1) The district superintendent shall be:	(1) The district superintendent shall be:
(a) licensed in accordance with state statutes and Board of Public Education rules;	(a) licensed in accordance with state statutes and Board of Public Education rules;
(b) considered appropriately assigned if the superintendent is enrolled in a Board of Public Education approved administrator/district superintendent internship program as defined below:	(b) considered appropriately assigned if the superintendent is enrolled in a Board of Public Education approved administrator/district superintendent internship program <u>in the State of Montana.</u>
(i) the intern must be enrolled in an approved administrator/district superintendent training program with the state of Montana;	(i) the intern must be enrolled in an approved administrator/district superintendent training program with the state of Montana;
(ii) the intern must have completed the principal endorsement requirements or be simultaneously enrolled in an	(ii) the intern must have completed the principal endorsement requirements or be simultaneously enrolled in an



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administrator/principal internship program;	administrator/principal internship program;
(iii) the intern must file an application with the Board of Public Education prior to placement within the local school districts in the state of Montana; and	(iii) the intern must file an application with the Board of Public Education prior to placement within the local school districts in the state of Montana; and
(iv) at each assigned school district, the intern must annually receive an on-site visit by an appointed faculty member of the approved internship program.	(iv) at each assigned school district, the intern must annually receive an on-site visit by an appointed faculty member of the approved internship program.
(2) In cases where the intern is the only administrator hired by the district, the district shall contract with a properly licensed and endorsed administrator for annual and periodic supervision of the practice of the intern throughout the school year. Such supervision shall include participation in, review of, and written concurrence in all performance evaluations of licensed staff completed by the intern.	(2) In cases where the intern is the only administrator hired by the district, the district shall contract with a properly licensed administrator <u>with at least three years of experience as a superintendent</u> for annual and periodic supervision of the practice of the intern throughout the school year. Such supervision shall include participation in and review of, and written concurrence in all performance evaluations of licensed staff completed by the intern.
(3) The district superintendent shall perform administrative duties in accordance with 20-4-402, MCA.	(3) The district superintendent shall perform administrative duties in accordance with 20-4-402, MCA. <u>Should the intern fail to show sufficient and satisfactory annual progress toward completion of endorsement, then the district must dismiss the intern from practice.</u>
10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL	
(1) The school principal shall:	(1) The school principal shall:
(a) be licensed in accordance with state statutes and Board of Public Education rules;	(a) be licensed in accordance with state statutes and Board of Public Education rules;

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<p>(b) be considered appropriately assigned if the principal is enrolled in a Board of Public Education approved administrator/principal internship program as defined below:</p>	<p>(b) be considered appropriately assigned if the principal is enrolled in a Board of Public Education approved <u>accredited</u> administrator/principal internship program <u>in the state of Montana</u> as defined below:</p>
<p>(i) the intern must be enrolled in an approved administrator/principal training program within the state of Montana;</p>	<p>(i) the intern must be enrolled in an approved administrator/principal training program within the state of Montana;</p>
<p>(ii) the intern must file an application with the Board of Public Education prior to placement within a school district in the state of Montana;</p>	<p>(i) (ii) the intern must file an application to an approved administrator/ principal training program with the Board of Public Education prior to placement within in a school district in the state of Montana;</p> <p>or</p> <p>(ii) a school district may not employ an intern who has not filed the intern must file an application for and been accepted to an internship with the Board of Public Education and an approved administrator/principal training program with the Board of Public Education prior to placement within a school district in the state of Montana;</p>
<p>(iii) at each assigned school, the intern must annually receive an on-site visit by an appointed faculty member of the approved internship program;</p>	<p>(ii) (iii) at each assigned school, the intern must annually receive an on-site visit by an appointed faculty member of the approved internship program. <u>Should the intern fail to show sufficient and satisfactory annual progress toward completion of endorsement,</u></p>

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	<u>then the district must dismiss the intern from practice;</u>
(iv) at each assigned school, the intern shall receive an appropriate level of supervision by a properly licensed and endorsed administrator hired by the district. Such supervision shall include participation in, review of, and written concurrence in all performance evaluations of licensed staff completed by the intern. In cases where the intern is the only administrator hired by the district, the district shall contract with a properly licensed and endorsed administrator for annual and periodic supervision of the practice of the intern throughout the school year.	(iv) at each assigned school, the intern shall receive an appropriate level of supervision by a properly licensed and endorsed administrator hired by the district. Such supervision shall include participation in, review of, and written concurrence in all performance evaluations of licensed staff completed by the intern. In cases where the intern is the only administrator hired by the district, the district shall contract with a properly licensed and endorsed administrator for annual and periodic supervision of the practice of the intern throughout the school year. <u>Such supervision shall include participation in and review of all performance evaluations of licensed staff completed by the intern.</u>
(c) have a license endorsed at the level assigned as a principal, except where one individual serves as the single administrator for the entire district under ARM 10.55.705(1)(a) or (b), where the superintendent may hold either a high school or elementary principal endorsement. No individual may be assigned a total of more than 100% full-time equivalent (FTE);	(c) have a license endorsed at the level assigned as a principal, except where one individual serves as the single administrator for the entire district under ARM 10.55.705(1)(a) or <u>(1)(b)</u> , where the superintendent may hold either a high school or elementary principal endorsement. No individual may be assigned a total of more than 100% full-time equivalent (FTE);
(d) consider ways to:	(d) consider ways to:
(i) provide instructional leadership;	(i) provide instructional leadership;
(ii) exercise vision in defining and accomplishing the school's	(ii) exercise vision in defining and accomplishing the school's



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mission;	mission;
(iii) encourage teachers to have high expectations for student achievement;	(iii) encourage teachers to have high expectations for student achievement;
(iv) stress the importance of parents' and students' roles in academic	(iv) stress the importance of parents' and students' roles in academic
(e) involve staff and others in decision making and in setting, accomplishing, and assessing educational goals;	(e) involve staff and others in decision making and in setting, accomplishing, and assessing educational goals;
(f) carry out the district's policies and procedures;	(f) carry out the district's policies and procedures;
(g) be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources.	(g) be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources.
10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS	
(1) A district superintendent for a combined elementary-high school district or a county high school district or an independent elementary school district shall be assigned as follows:	(1) A district superintendent for a combined elementary-high school district or a county high school district or an independent elementary school district shall be assigned as follows:
(a) full or part-time district superintendent and at least a half-time school administrator/principal as defined in ARM 10.55.705(1)(a) or (b) shall be employed for an independent elementary district with fewer than 18 full-time equivalent (FTE) licensed staff, or the district shall utilize the services of the county superintendent to fulfill the duties of the district superintendent. One individual may serve as both district superintendent and part-time school administrator/principal as defined in ARM 10.55.705(1)(a) or (b). A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment	full or part-time district superintendent and at least a half-time school administrator/principal as defined in ARM 10.55.705(1)(a) or <u>(1)</u> (b) shall be employed for an independent elementary district with fewer than 18 full-time equivalent (FTE) licensed staff, or the district shall utilize the services of the county superintendent to fulfill the duties of the district superintendent. One individual may serve as both district superintendent and part-time school administrator/principal as defined in ARM 10.55.705(1)(a) or <u>(1)</u> (b). A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment of 100% <u>1.0</u> FTE.

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of 100% FTE.	
(b) A full or part-time district superintendent and at least a half-time school administrator/principal shall be employed for a combined elementary-high school district or a county high school district with fewer than 30 FTE licensed staff. A full or part-time district superintendent and at least a half-time school administrator/ principal shall be employed for an independent elementary district with more than 18 but fewer than 30 FTE licensed staff. One administrator may serve as both superintendent and part-time school administrator/principal as defined in ARM 10.55.705 (1)(a) or (b). A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment of 100% FTE.	(b) A full or part-time district superintendent and at least a half-time school administrator/principal shall be employed for a combined elementary-high school district or a county high school district with fewer than 30 FTE licensed staff. A full or part-time district superintendent and at least a half-time school administrator/ principal shall be employed for an independent elementary district with more than 18 but fewer than 30 <u>with 18 or more but fewer than 30</u> FTE licensed staff. One administrator may serve as both superintendent and part-time school administrator/principal as defined in ARM 10.55.705 (1)(a) or <u>(1)(b)</u> . A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment of 100% <u>1.0</u> FTE.
(c) A full-time (one FTE) district superintendent shall be employed for any district with 30 or more FTE licensed staff or 551 or more students.	(c) A full-time (one FTE) district superintendent shall be employed for any district with 30 or more FTE licensed staff or 551 or more students.
(2) A combined elementary-high school district, or a county high school district, or an independent elementary school district with 100 or more FTE licensed staff shall employ a full-time curriculum coordinator to supervise the educational program and alignment of standards, assessment, curriculum, instruction,	(2) A combined elementary-high school district, or a county high school district, or an independent elementary school district with 100 or more FTE licensed staff shall employ a full-time curriculum coordinator to supervise the educational program and alignment of standards, assessment, curriculum, instruction, and

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<p>and instructional materials. The curriculum coordinator shall hold a class 3 administrative license. Those districts with less than 100 FTE licensed staff and no full-time curriculum coordinator shall employ the services of a regional curriculum consortium or a part-time, designated curriculum coordinator.</p>	<p>instructional materials. The curriculum coordinator shall hold a class 3 administrative license. Those districts with less than 100 FTE licensed staff and no full-time curriculum coordinator shall employ the services of a regional-curriculum consortium or a part-time, designated curriculum coordinator.</p>
<p>10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS</p>	<p>More discussion on attendance centers</p>
<p>(1) School districts shall employ appropriately endorsed school administrators/principals as follows:</p>	<p>(1) School districts shall employ appropriately endorsed school administrators/principals as follows:</p>
<p>(a) for schools in third class elementary districts without a licensed administrator under contract, a supervising teacher and county superintendent will be accepted in satisfaction of administrator requirements for up to eight full-time equivalent (FTE) licensed staff;</p>	<p>(a) for schools in third class elementary districts <u>with up to eight full-time equivalent (FTE) licensed staff</u> and without a licensed administrator under contract, a supervising teacher and county superintendent will be accepted in satisfaction of administrator requirements <u>may serve as the administrator.</u></p>
<p>(b) for schools in districts with an assigned licensed administrator under contract, the following staffing requirements shall apply:</p>	<p>(b) for schools in districts with an assigned licensed administrator under contract, the following staffing requirements shall apply:</p>
<p>(i) .5 FTE principal for schools with more than eight and less than 18 FTE licensed staff. A district may satisfy the FTE requirements of this subsection for a school under this circumstance by prorating the assignment of building administrators in other buildings of the district, so long as the number of licensed FTE staff for whom each administrator is responsible is not more than 29 and so long as the number of students for whom each administrator is responsible is not more than 550;</p>	<p>(i) .5 FTE principal for schools with more than eight and less <u>fewer</u> than 18 FTE licensed staff. A district may satisfy the FTE requirements of this subsection for a school under this circumstance by prorating the assignment of building administrators in other buildings of the district, so long as. <u>However,</u> the number of licensed FTE staff for whom each administrator is responsible is not more than <u>must not exceed</u> 29 and so long as the number of students for whom each administrator is responsible is not more than <u>the number of</u> students 550;</p>
<p>(ii) one FTE principal for schools with 18-29 FTE licensed staff</p>	<p>(ii) one FTE principal for schools with 18-29 FTE licensed staff or</p>

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or 250-550 students;	250-550 students;
(iii) two FTE administrators/principals for schools with 551-1050 students;	(iii) two FTE administrators/principals for schools with 551-1050 students;
(iv) three FTE administrators/principals for schools with 1051-1550 students;	(iv) three FTE administrators/principals for schools with 1051-1550 students;
(v) four FTE administrators/principals for schools with 1551-2050 students; and	(v) four FTE administrators/principals for schools with 1551-2050 students; and
(vi) five FTE administrators/principals for schools with 2051 or more students.	(vi) five FTE administrators/principals for schools with 2051 or more students.
(vii) NEW RULE	<u>(vii) An administrator/principal serving under these subsections shall devote full time to administration and supervision not to exceed a total assignment of more than 1.0 full-time equivalent (FTE)</u>
(2) In schools that require two or more FTE administrators/principals, at least one individual shall be appropriately endorsed as principal. At least a second administrator shall have administrative endorsement(s) at the appropriate level(s) and in the area(s) that accurately reflects the administrator's supervisory responsibilities. For example, a school may assign properly licensed and endorsed curriculum coordinators to supervise the appropriate instructional programs.	(2) In schools that require two or more FTE administrators/principals, at least one individual shall be appropriately endorsed as principal. At least a second administrator shall have administrative endorsement(s) at the appropriate level(s) and in the area(s) that accurately reflects the administrator's supervisory responsibilities. For example, a school may assign properly licensed and endorsed curriculum coordinators to supervise the appropriate instructional programs. <u>No individual serving under (2) may be assigned a total of more than 1.0 full-time equivalent (FTE)</u>
(3) In schools with at least three FTE school administrators who are administratively endorsed, release time of department coordinators or chairpersons may be counted toward additional	(3) In schools with at least three FTE school administrators who are administratively endorsed, release time of department coordinators or chairpersons may be counted toward additional

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school administration. Department coordinators or chairpersons counted toward school administration may observe and supervise but shall not formally evaluate classroom instruction.	school administration. Department coordinators or chairpersons counted toward school administration may observe and supervise but shall not formally evaluate classroom instruction.
NEW RULE BELOW	
(3) A combined elementary-high school district, or a county high school district, or an independent elementary school district with 100 or more FTE licensed staff shall employ a full-time curriculum coordinator to supervise the educational program and alignment of standards, assessment, curriculum, instruction, and instructional materials. The curriculum coordinator shall hold a class 3 administrative license. Those districts with less than 100 FTE licensed staff and no full-time curriculum coordinator shall employ the services of a regional curriculum consortium or a part-time, designated curriculum coordinator. No individual serving under (2) may be assigned a total of more than 1.0 full-time equivalent (FTE)	(3) A combined elementary-high school district, or a county high school district, or an independent elementary school district with 100 or more FTE licensed staff shall employ a full-time curriculum coordinator to supervise the educational program and alignment of standards, assessment, curriculum, instruction, and instructional materials. The curriculum coordinator shall hold a class 3 administrative license. Those districts with less than 100 FTE licensed staff and no full-time curriculum coordinator shall employ the services of a regional curriculum consortium or a part-time, designated curriculum coordinator. No individual serving under (2) may be assigned a total of more than 1.0 full-time equivalent (FTE)

